DOCUMENT RESUME

ED 353 626 CS 508 058

AUTHOR Campbell, Cheri Ellis
TITLE Doin' Time in College: An Ethnographic Study of Power and Motivation in a Large Lecture Class.
PUB DATE Oct 92
NOTE 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Classroom Communication; Classroom Environment; Classroom Research; College Sophomores; Communication Research; Ethnography; Higher Education; *Lecture Method; *Power Structure; *Student Motivation; *Teacher Behavior; *Teacher Student Relationship; Teaching Styles
IDENTIFIERS Communication Behavior

ABSTRACT

An ethnographic study examined instructor uses of control, immediacy, and affinity-seeking behaviors in a large college lecture class. A class of 140 college sophomores was observed for 10 weeks, in an attempt to understand in a situational and non-quantitative manner, what instructor behaviors motivate students toward cognitive and affective learning. Results indicated that the instructor of the class exhibited effective use of pro-social behavior alteration techniques, verbal/nonverbal interaction and immediacy, student empathy, group solidarity and humor to create a positive and productive learning environment. (Fifteen references, a figure representing a typical student seating plan, and three figures listing behavior alteration techniques, immediacy techniques, and affinity-seeking techniques are attached.) (Author/RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED353626

Doin' Time in College:
An Ethnographic Study of Power and Motivation in a Large Lecture Class

Cheri Ellis Campbell

Penn State University

Department of Speech Communication

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Cheri Ellis Campbell
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Running head: DOIN' TIME IN COLLEGE

CS508058

BEST COPY AVAILABLE

Doin' Time in College:
An Ethnographic Study of Power and Motivation in a Large Lecture Class

Abstract

This ethnographic study examines instructor uses of control, immediacy and affinity-seeking behaviors in a large college lecture class. A class of 140 college sophomores was observed for ten weeks, in an attempt to understand in a situational and non-quantitative manner, what instructor behaviors motivate students toward cognitive and affective learning. The instructor of this class exhibited effective use of pro-social behavior alteration techniques, verbal/ nonverbal interaction and immediacy, student empathy, group solidarity and humor to create a positive and productive learning environment. These observations were related to current research on teacher effectiveness and student motivation.

Doin' Time in College: An Ethnographic Study of Power and Motivation in a Large Lecture Class

Most professors can identify with the anticipation of meeting a new semester's batch of college students and hoping for a productive and meaningful fifteen weeks. Each semester I am fascinated by the process, whereby a herd of strangers becomes a cohesive community, and I rarely get beyond a joyful recognition that it has happened to consider in depth why or how it did happen. This project is that sort of "in depth" pondering of instructor/student dynamics which ought to be part of every teacher's annual perception check-up and strategy tune-up but generally is deferred under the "if it's not broken, don't fix it" clause. The apathetic but accepting captive audiences which predominate in most college classrooms take a lot of pressure off of faculty to evolve into effective teachers; they condone, instead, the complacency of faculty remaining prolific knowers. Having done most of my teaching to groups with fewer than thirty-five students, I am particularly curious about the culture of the notorious **large lecture class** with its typically anti-humanistic environment and its de-personalized cast of characters. And I hear the horror stories from faculty and students alike. If the 100+ capacity classes, held in echoing auditoriums and drafty halls, more frequently promote instructor nightmares and student ennui

than intellectual stimulation, then it is, perhaps, a good place to observe the instructional process in action.

First, let's find some grounding for this observational project in the communications-oriented literature base which studies instructional technique and instructor-student dynamics. The journal, Communication Education , has historically positioned itself to examine these phenomena and offers primarily quantitative abstractions of what "works" in the classroom. Restricting my references to the most recent material, published since 1988, I find no lack of advice and only a little controversy.

Nussbaum and Prusank (1989) have examined a large body of previous research to address the link between instructional communication and human development. Their conclusions indicate that college teacher's instructional style is related to pedagogical effectiveness and student learning. Although research has traditionally been the hallmark of professorial expertise, they contend that factors of immediacy, power and solidarity are important to the student-teacher relationship and the first-order mission "to educate". Several authors (Christophel, 1990; Sanders & Wiseman, 1990; Gorham & Zakahi, 1990; Powell & Harville, 1990) agree that verbal and non-verbal immediacy behaviors are, indeed, responsible for higher-level student motivation and outcomes of varying rates of improved cognitive, affective and behavioral learning. The use of

"dramatic style behaviors" such as humor, self-disclosure, and narrative have received analysis (Javidi, Downs, & Nussbaum, 1988; Gorham & Christophel, 1990) and are positively linked to teacher effectiveness and immediacy. Not unrelated to this phenomena are findings by Hackman and Walker (1990) who found that teacher immediacy behaviors extend to students "attending" televised lectures who are not direct recipients of the teacher's attention but experience vicarious satisfaction in watching an interactive style of instruction.

An interesting aspect of this research, which seeks to assess the impact of affective teaching styles, is that its focus is slightly different than the more traditional perspective which highlights classroom management and the use of compliance-gaining messages (which often "feels" like an adversarial approach). These time-tested strategies, referred to (Kearney, Plax, Sorensen, & Smith, 1988, 1989, 1990) as behavior-alteration techniques (BATs) are identified, grouped into pro- and anti-social categories and studied to determine their effects. The clarity of their findings is muddied by situational problems in coding the behaviors, the varied uses of them, and "testing" for their effects. In all but the most specialized and simplistic research endeavors, isolating variables and determining whether learning has taken place has been problematic. Without reviewing some of these challenges to BAT theory, it is sufficient to suggest that the literature is largely

descriptive in telling us what some of these behaviors are and who uses them (Roach, 1991) without conclusively addressing bottom-line issues of short and long range effect.

I view research which takes us into the classroom and asks questions of the grassroots participants, the students and teachers themselves, as more realistic and useful. A study by Powers, Nitcavic and Koerner, (1990) which questioned 1,108 college faculty members indicated that instructors found the personal characteristics of extroversion, competence, composure and character to be important dimensions of their own teaching orientation. Student reactions to particular teaching styles were investigated (Potter & Emanuel, 1990) and revealed a preference hierarchy which started with friendly and attentive, followed by relaxed, impression-leaving, animated, dramatic, open, precise, dominant, and conscientious. The authors emphasize that their study focuses on student satisfaction with the teaching style rather than student achievement as a result of exposure to the teaching style. As mentioned earlier, "learning" claims are not readily attempted because of the burden of proving this outcome.

A most full-bodied analysis of instructional technique is found in a study by Richmond (1990) which is the latest in a decade's worth of research-based articles focusing on teacher power in the classroom and its association with student motivation. Recognizing that the time-honored approach of studying teacher's use of BATs

to gain student compliance only held partial meaning of what "worked" in the college classroom, Richmond included teacher immediacy and affinity-seeking behaviors in her study. (See Figures 1, 2, & 3 for listings of these behaviors).

Insert Figures 1, 2,3 about here

She found affinity-seeking and immediacy behaviors to be significantly predictive of student motivation and more influential in promoting cognitive and affective learning in students than the use of BATs. Aside from the many interesting observations made in this study, the relevance here is the multi-dimensional approach taken by Richmond to assess dynamic and complicated phenomena which need to be seen from a variety of perspectives.

This is why the following field study of instructional techniques was undertaken. As the saying goes: If it looks like a duck, walks like a duck and quacks like a duck--it's probably a duck. An observational view of the dynamics of student-teacher relationships can provide a qualitative understanding of what the fore-mentioned instructional techniques look like in the real world, offer possibilities for their successful application and safeguards against their misuse. In this case, looking at a particular large lecture class as an actual representation of both teacher and

student survival skills, with both purposeful and random behaviors competing for attention and effect, puts us, perhaps, one step closer to calling a duck-- a duck, or a BAT--a BAT.

Method

For my study, I chose a large lecture class held at the campus where I teach. The added relevance of studying an element of my own professional environment and greater access to the people I would be studying, outweighed the benefits of complete anonymity. Rather than randomly selecting a large class, I decided to chose one which might yield more positive examples of effective teaching than negative ones--a class that students liked. Previous to selecting a class to observe, I surveyed my own 96 basic speech students who represent a cross- section of academic majors on campus. I asked these students to write down the name of an instructor of a large lecture class at our campus, whose class they had attended and enjoyed. I contacted the most frequently named instructor and loosely outlined the project, asking for permission to attend the class. I wasn't specific about what I would be looking for, because, in truth, I planned to be generally responsive to all aspects of the large class culture and let my observations guide the project, rather than the other way around. I knew from my own teaching experience, that what happened in each class on any particular day was more a result of the "chemistry" of the participants and the coping

strategies each used based on his/her "reading" of the situation, than a pre-concocted script which was planned in advance to control the session. I suspected that this would also be true of the class I would be observing and anticipated the opportunity to sit in, for an extended period of time, as a non-participant to observe and reflect how this two-way responsiveness worked while not needing to be a part of it.

The class I selected to observe was held in a two-story, auditorium-style classroom which seats 175. Figure 4 is a diagram of the room, which includes a typical student-selected seating arrangement for this class. The room is a modern one, having been recently face-lifted and fit with new seats since originally being built in the 1970's. Instructors using this room enjoy the attentive services of the campus media department, who in this case forego some of the higher-tech AV equipment to set-up a six-foot media table housing a microphone system and an overhead projector focused on a large, motorized screen which can overlay the center most of three blackboards affixed to the front wall of the room. Students enter the class from either a first or second floor door, both on the right side of the room. The first floor door opens directly into the front, floor-level "stage" area, and is ordinarily not used by students who are coming to class late. The blue, molded plastic seats with wood-look laminated desktops which can be folded up from one side, are attached to one

another and bolted into the concrete floor in ascending rows. Although comfortable enough, the closely spaced seats with desktops smaller than an unopened notebook, present a balancing difficulty for many participants. There are three seating sections divided by two aisles running from two openings in a half-height wall positioned 6 feet in front of the rear wall, down to the front presentation area.

Insert Figure 4 about here

Students begin to arrive as early as 15-20 minutes before class is to start at 10:25am. They choose their seats, prepare for class, and socialize with those seated around them or occasionally shout to or move to other areas as desired. The instructor usually arrives when the class is scheduled to start or a few minutes previous and arranges his lecture materials and adjusts equipment. Throughout the fifty minute class he uses a hand mike with a long cord which allows him to move freely around the front of the room and several feet up either of the two aisles.

Most of the 140 students in this class are second semester sophomores, in the 18-21 age range, with males out-numbering females at about 2-1. All students are business majors, and this required course is taken here before students can be officially accepted into their major at the university's main campus or

another institution, where they will complete the last two years of the B.A. degree program.

I observed this class for ten weeks of a fifteen week semester, beginning after the third week of class and ending before the last two weeks of class. At the end of the observation period, I interviewed twenty students from the class about their attitudes toward the class, its instructor and large class experiences in general. A few conversations with the instructor gave me some insight into his perception of the class and students. The class met for fifty minutes on Monday and Wednesday mornings and was broken up into three smaller sections for a seventy-five minute lab class on Thursdays which I did not attend. I sat at the far end of the second to the last row of the right seating section (See Fig. 4). Generally no one sat next to me, but I could easily see and hear several students seated nearby. I used a small microcassette recorder to record the lectures as I wrote down my visual observations in a notebook. I made a point of dressing casually, usually in jeans, so I wouldn't appear to be an "official presence". Many of my past and present students were enrolled in this class and curious about my being there. I would meet their questions with something honest but breezy like: "Just checking you guys out." I don't believe my presence impacted the normal activity of the gregarious instructor, who I'll call, "Mr. B.", or the students. Soon I became a regular part of the class' cultural scene--and found

myself feeling like a member of this community, understanding the inside jokes and empathizing with the collective mood of the class.

The Class

An unexpected benefit of conducting this study is greater empathy for my own students in regard to the awful parking situation we have at our campus. This was a problem every time I arrived on campus to attend this class, and several times caused me to come in late--although I always left home well ahead of time so I could be an early and unobtrusive arrival to class. I had always viewed late arrivals to my own class with an unvoiced irritation and the feeling that this indicated students who didn't really "have it all together," I've rethought this theory and others, small and significant, about the student experience. It amazed me to feel like an undergrad again and I regret that my stake in the class wasn't as high as the people sitting around me so I could also share in the desperation and anxiety which was sometimes obvious.

I could, however, enjoy the upbeat ambience of the lecture experience. Mr. B. might start with, "Good morning, happy campers!" booming through the mike over the din of numerous student conversations. It would take roughly a minute for those conversations to die out, but as the beginning of class was typically a time for administrivia to take place, students were either

interested in the particular announcement and paid attention, or were unaffected by it and took a few more social moments before the real action began. Nevertheless B. forged on--never seemingly affected by the almost continual sound of several students talking in hushed tones. One of these on-going conversations often took place in the row behind me. A group of two or three girls and one fellow regularly sat there and frequently chatted, kidded one another, voiced questions/opinions about the course material, and interjected wise-cracks about the more involved students in the front-center section. I could see, but not hear a similar group of five young men who occupied the rear of the left seating section. One of them, sitting at the end of the row almost continually smiled, frequently leaning over to converse or joke with the four others who were visibly less spirited. These pockets of extraneous activity were frequent but few. They were tolerated by B. but never appeared to interrupt the sound of his well amplified voice or his congenial rapport with the majority of students who tuned into the class.

Along with the liberal talking norms, attendance was not mandated or recorded. The number present regularly fluctuated in the 110-130 range. I was surprised to find out when I was interviewing students that at least one fellow who was registered in another section of this course taught by another instructor, attended B.'s class because he, "likes it better." One interviewed

student explained that she always attended class because she would, "really get behind," if she cut--"And besides--he knows if you're there!" Another student contributed an answer in class one day and B. responded with a cheery "That's correct.", paused, looked at the student and noted that the student wasn't in class the last two times--but this answer was good and he was glad to have him back. In the same liberal vein, B., glancing at the open notebook of a student near the front, once kidded, "Did you do your homework in invisible ink, Bob?" Bob snickered in response but didn't seem embarrassed and B. merely added that he hoped Bob had a great time skiing.

B.'s easy-going, but undeniably compelling command of the class environment is a centerpiece of this study. Tying into the Richmond (1990) article and Figures 1,2,3 reproduced from it, we can see that his instructor persona is one which seems to intuitively draws liberally from the Bat, immediacy and affinity-seeking lists to effectively motivate his students. B.'s use of control, or the above mentioned BATs is indeed, pro-social. Even when his position is challenged, his response, although potentially anti-social in content, is masked by humor and tomfoolery. On several occasions a student, Tom, who I also know to be a "troublemaker", was the target of the "B-Bill" (B.'s slang self-reference) treatment. Once B. mockingly "defended" Tom from a smaller, more "innocent" fellow sitting behind him by questioning

incredulously, "Donald, you're punching Thomas while my back is turned?" and instigating, "Thomas, you're taking it on the shoulder from this twerp?" B. advised Don not to hit Tom, "like this" demonstrating a limp-wristed swat and asked for any volunteer karate students to exhibit a more manly strike. No one responded with anything more than laughter to this request and B. suggested to Tom and Don that they, "resolve your differences after class--but don't kiss and make-up."

In addition to choosing to deal with disturbances to class time, B. provides food for thought and diverting enjoyment for the class. One class session was particularly challenging. Perhaps the atypically loud student noise volume was due to a test the previous class, which many students had failed miserably; or maybe it was because class times were changed and shortened for a mid-day program--but whatever the reason, the class was certainly keyed-up. As B. began class, the normal quieting pattern did not occur, prompting B. to pointedly request that they, "Listen up!" This having no effect, seconds later, B. looked at the group and said with a broad smile, "I can make you listen up!." as he placed the hand mike next to the PA console to create a loud, screeching feedback sound. This continued for 15-20 secs. and B. asked with glee, "Want more?" Many students shouted out, "Yeah-h-h, louder.", B. laughed and continued to discuss the concept at hand to a more subdued class. B. explained the problem in a

more rushed and less animated manner than usual, prompting a girl behind me to plea in a too low voice, while writing furiously, "Slow down." B. invited, as is his practice, "Any questions?" but received none. He smiled out at his class, held out the mike and asked, "Can I do this again? I get a kick out of this." and not waiting for a response gave them a short five second screech followed by, "More?" Only a few half-hearted "yeahs" were heard. B. chuckled and announced problem number two. He had shown, "he can take it" and wasn't seriously challenged by the unruly behavior, but also that he is even better at "dishing it out". The need to use this anti-social, punishing BAT was disguised by the second "zapper" incident which was unprovoked by negative student behavior and the student "rebellion" whimpered down to an acceptable level, though it ebbed and flowed throughout the session.

If poor student grades on the recent test were responsible for the day's air of agitation, B. addressed the possibility about fifteen minutes later after several more homework problems were discussed. In a show of compassion he acknowledged that students had complained to him that the test was too hard but rationalized that it had proven to be a legitimate instrument for the past seven years. Yet he beneficently offered, "Just to prove, I'm in the right direction." to "change the scope of the technique for the last exam." B. reassured that if he is, "really in a good mood, it

will be an open book test." A few students reacted positively to this; some calling out their suggestions. B. laughingly responded to one unheard comment with, "I don't have to do anything--I've got tenure, man!"

B.'s control which seems purposeful enough to be manipulative yet benevolent and spontaneous enough to meet with broad student acceptance, is always evident. He doesn't have to be heavy-handed in exerting it, knowing that the authority of his position will elicit respect and threaten reprisal. Students may occasionally challenge this authority through inattention, noisiness, wisecracks, tardiness, absence, unpreparedness, or unresponsiveness, but these acts, be they rebellion, preoccupation or indifference, do not appear to be overwhelming or widespread. B., on the other hand, is a formidable captain, calling on or commenting to students at whim; managing the way time is spent (or when a "break" is needed, squandered); making and breaking the academic and procedural norms; and creating a large class environment which is personal and personalized.

His frequent, colorful anecdotes are far from the mere entertainment and diversion from the often intense material that they seem to be. At one of our meetings, B. admitted that the course is a "killer" and structured by the department to "weed students out." He calls the text used for the course, "unreadable"

and knows that he needs to make some sense of all this for his students. When he sees their "eyeballs glaze over " in class; he suggests it's time "to play their game" and create a "mini-fantasy" to clear the fog.

Sometimes his anecdotes will be zany tales like the one about the kid in front of him at Roy Rogers who strapped chicken wings to his feet and "chicken surfed" out the door to his death on the highway or a "true" tale (often spinning out of the many case-type problems analyzed in class) as the one about his son's girl friend who wore a perfume called "Tobacco Factory"--that he'd prefer to call "Reek". Other anecdotes, like the story of graduate school experiences at Penn, confer status on him, while the one telling how he cut short his attendance at his mother-in-law's funeral to be in class, lets students know they are a personal priority to him.

The most influential of the instructional techniques B. uses is probably his interpersonalizing of a process that many of the students interviewed find detached, in an environment they find typically alienating. B. is the kind of guy they can relate to. Despite his 50-something years, he often uses contemporary youthful language like: bummer, cool, nerd, bucks, bogus, junk or groovy and uses examples which display his understanding of typical student obsessions like cars, sex, and music. He is able to associate an amazing number of faces with names, using them frequently in direct address to call on students or joke around with

them. B. might comment in passing Tina, sitting on the right side, that he likes her earrings and then remembering them at the end of class shout out, "Hey, who'd like to buy Tina's earrings?" or call on Len to explain a problem and then tease him about being unpopular because he always knows the right answer or champion's Rita's answer to a question by admonishing a subsequent volunteer, "You didn't listen to Rita, man." He expands on this individual personalizing method, by using a highly conversational style with the class as a whole. When he tries to squeeze in an extra problem at the end of one class, B. greets student groans with, "I knew you'd like that." Another time he tells them that they won't be responsible for a particularly difficult concept and grinningly gloats, "Aren't you glad? You're welcome. Aren't you happier? You're welcome."

B. also uses physical immediacy to suggest greater intimacy with his large audience and hold their attention. He moves freely and frequently around the front of the room, sometimes walking up one or the other aisle to interact with students at close range. Although his eye contact and facial expressiveness are warm and lively, reaching out to encompass the large room, it is apparent that the densely populated front center section is the hot-bed of interaction. The predominantly male students sitting there are the most likely to answer B.'s questions and appear well known by him. He will razz them, make them the targets of ludicrous anecdotes,

and favor them with attentions that are neither enjoyed nor apparently desired by those sitting in the rear. This group appears to be a class within a class--perhaps giving vicarious intimacy and stimulation to those who prefer to remain anonymous on-lookers.

It is his practice to project the problems being analyzed onto the large screen at the front of the room. In solving them, he will frequently move to the front edge of the seating area and turn toward the screen while considering the problem. The visual effect is one which aligns B. with the students--both pondering the solution; rather than B., "the inquisitor", facing them and probing for answers. His frequent gestures speak in tones of affection, impatience, jocularity, enthusiasm, illumination, description, haste; and frequently, with the mike held to his lips in one hand, the other will slip casually into the pocket of his brown tweed sportcoat, portraying the composed and unflappable demeanor which is his hallmark. B.'s posture is assured but not stiff or overbearing. He strolls around his stage with the confidence of a movie star, not letting middle-age paunch, thin greying hair, or Santa Clausesque glasses stereotype him into the disposition of a stodgy, pedantic professor.

Clearly, what appears to be a most motivating tool from his varied repertoire is the concern and support B. continually shows his students. He typically responds to their answers and comments in class with statements like: good job, you're right, extra credit,

keep going, perfect, looks good, beautiful, great, wow, or fantastic. If a student is incorrect, B. will ask if someone else can "help him out" or takes the heat off by explaining the concept himself. He further empathizes with students by understanding their perspective. He acknowledges their frustration with the course material and aligns with them by asking questions like, "What does all this garbage mean?", warning, "It gets too bloody in this class. I don't want you to mess with number three, just be aware it exists." and mocking the text problems, "regurgitation--so complex, it's ridiculous."

The tests present a very special balancing act for B. He challenges students to master the course content by bolstering them psychologically and preparing them mentally to succeed on forthcoming tests. He advises, "The best way to get ready for a test, is to take an old one." as he projects sample problems to tackle in class. As they work, he tells them that, "The numbers will be changed--to protect the innocent", but if they do "good" on this one, "...tomorrow will be like a repeat." When tomorrow has come and gone and many students are bemoaning their low scores he encourages them from "the coach's corner" to keep trying as he "wants to make the goals of the class attainable" and they shouldn't view their scores "as the end of the world." For his part, B. identifies and explains the concepts students will be tested on, curves their grades to make their scores more palatable, and

vows he will help them do better next time. His sincerity and commitment to this end are unmistakable. When he tells the class that they'll "have to trust" him--I believe they do.

Like a team captain, B. creates solidarity within the ranks against opposing forces like: the text, "Your author doesn't know enough QBA...(he)uses the crudest method available."; students in other majors,"...engineers who always state numbers in terms of 'point this, point that' "; or the other instructor's class, "Moran's not doing it!" and the continual competitive challenge to catch-up with, stay even with, or pull ahead of the other class. Even when he refers to attending Penn himself, he caps off the anecdote by commenting, "Which only shows you that the Ivy League sucks.", to further reinforce his image as a regular guy--an image students readily seem to buy into.

Finally, B. is a likable and popular instructor because his class is, quite frankly, a lot of fun. By this I don't in any way suggest that it is frivolous or a poor return on student's tuition investment. B. manages class time and student attention quite resourcefully as indicated previously. There is an almost ritualistic procedural consistency which makes each class like the next. His congenial greeting is followed by announcements or motivational words of advice. Cases or problems which consume most of the class time are projected, solved interactively and summarized, followed by the bestowing of assignments, advice or warning in the form of

concluding remarks. Some might not consider, "Let's go--you've slept enough." or "Thanks for staying awake." a very formal means of dismissal, but they are just that. The tedium of this procedure is regularly and pointedly interrupted by the fun stuff--puns, ridicule, teasing, witticisms, parody, satire, jokes, whimsy, anecdotes, asides; the staples of this very entertaining and effective instructor. Nothing is exempt from his fun-making, save B. himself. I never heard him utter a self-deprecating word; yet outsiders to the class were frequent victims and student insiders were lightly razzed in good fun if they looked like they could take it. Like many other techniques discussed earlier, B. repeatedly uses humor with insight and discretion to not only facilitate enjoyment, but to make social commentary, account for behavior, hold attention, increase his own likability, create solidarity, exert control, give vivid examples and motivate his students.

Conclusions

Returning to the research cited at the start of this report, we can find many parallels between their findings and the behaviors utilized by Mr. B. in this ethnographic account. It is not my purpose here to code the events I observed into the lists given in Figures 1-3, and that would not be in keeping with a project driven by natural events rather than categories of behaviors. Nevertheless, I have tried to focus on the methods that this instructor appears to purposely use to motivate his students. We have seen that he

prefers the use of immediacy and affinity-seeking behaviors over the more onerous BATs. We have also seen that students do like him, and are motivated to attend and participate in his class. We have seen his many uses of "dramatic style"--humor, self-disclosure and narrative. With a few minor exclusions the affinity-seeking techniques seen in Figure 3 and the immediacy behaviors in Figure 2 have been strongly in evidence. Many of the pro-social BATS in Figure 1 have also been observed. Unfortunately, it is much harder to see if learning is really taking place. Perhaps an analysis of B.'s students measured against the other instructor's students would be a good place to start, but that is unlikely to uncover a true understanding of what has taken place. The Richmond (1990) study talks of the longer range effects in affective learning which are an outcome of classes rich in the behaviors studied. The final grades given to the students of this class are in no way reflective of affective changes in attitude and motivation experienced by these students. Will the paternalistic care shown by B. cause these students to give future professors more of a chance? Will the pattern of persistence and success be further ingrained in them as students? Will they be more likely to participate in future classes? Will some of the outsiders move up to enjoy the interactive insider circles next time?

I contend that these long-term affective changes are the most important ones. Testing for them is another story. I <u>know</u>,

however, on a gut level from my own classes, that the affective attitudes of my students are directly tied into their motivation--and motivation is necessary for cognitive learning. I also know that I, like Mr. B. and all teachers have the power and responsibility to guide those attitudes in a positive direction.

References

Christophel, D. M. (1990). The relationship among teacher immediacy behaviors, student motivation, and learning. Communication Education, 39 (4), 323-340.

Gorham, J., & Christophel, D. M. (1990). The relationship of teacher's use of humor in the classroom to immediacy and student learning. Communication Education, 39 (1), 46-62.

Gorham, J., & Zakahi, W. R. (1990). A comparison of teacher and student perceptions of immediacy and learning: Monitoring process and product. Communication Education, 39 (4), 354-368.

Hackman, M. Z., & Walker, K. B. (1990). Instructional communication in the televised classroom: The effects of system design and teacher immediacy on student learning and satisfaction. Communication Education, 39 (3), 196-206.

Javidi, M. M., Downs, V. C., & Nussbaum, J. F. (1988). A comparative analysis of teacher's use of dramatic style behaviors at higher and secondary education levels. Communication Education, 37 (4), 278-288.

Kearney, P., Plax, T. G., Sorensen, G., & Smith, V. R. (1988). Experienced and prospective teacher's selections of compliance-gaining messages for "comman" student misbehaviors. Communication Education, 37 (2), 150-164.

Nussbaum, J., & Prusank, D. T. (1989). The interface between human development and instructional communication. Communication Education,38 (4), 334-344.

Plax, T. G., Kearney, P., & Sorensen, G. (1990). The strategy selection-construction controversey II: Comparing pre- and experienced teacher's compliance-gaining message constructions. Communication Education, 39 (2), 129-141.

Potter, W. J., & Emanuel, R. (1990), Student's preferences for communication styles and their relationship to achievement. Communication Education, 39 (3), 234-249.

Powell, R. G., & Harville, B. (1990). The effects of teacher immediacy and clarity on instructional outcomes: An intercultural assessment. Communication Education, 39 (4), 367-379.

Powers, W. G., Nitcavic, R., & Koerner, D. (1990). Teacher characteristics: A college level perspective. Communication Education, 39 (3), 227-233.

Richmond, V. P. (1990). Communication in the classroom: Power and motivation. Communication Education,39 (3), 181-195.

Roach, K. D. (1991). Graduate teaching assistant's use of behavior alteration techniques in the university classroom. Communication Quarterly, 39 (2), 178-188.

Saunder, J. A., & Wiseman, R. L. (1990). The effects of verbal and nonverbal teacher immediacy on perceived cognitive, affective, and behavioral learning in the multicultural classroom.

Communication Education, 39 (4), 341-353.

Sorensen, G., Plax, T. G., & Kearney, P. (1989). The strategy selection-construction controversey: A coding scheme for analyzing teacher compliance-gaining message constructions. Communication Education, 38 (2), 102-118.

Figure 1: Richmond's (1990) list of behavior alteration techniques.

1. *Immediate Reward from Behavior.* You will enjoy it. It will make you happy. Because it is fun. You will find it rewarding, interesting. It is a good experience.
2. *Deferred Reward from Behavior.* It will help you later on in life. It will prepare you for getting a job (or going to graduate school). It will prepare you for achievement tests (or the final exam). It will help you with upcoming assignments.
3. *Reward from Teacher.* I will give you a reward if you do. I will make it beneficial for you. I will give you a good grade (or extra credit) if you do. I will make you my assistant.
4. *Reward from Others.* Others will respect you if you do. Others will be proud of you. Your friends will like you if you do. Your parents will be pleased.
5. *Self-Esteem.* You will feel good about yourself if you do. You are the best person to do it. You always do such a good job.
6. *Punishment from Behavior.* You will lose if you don't. You will be unhappy if you don't. You will be hurt if you don't. It's you loss. You'll feel bad if you don't.
7. *Punishment from Teacher.* I will punish you if you don't. I will make things miserable for you. I'll give you an "F" if you don't. If you don't do it now, it will be homework later.
8. *Punishment from Others.* No one will like you. Your friends will make fun of you. Your parents will punish you if you don't. Your classmates will reject you.
9. *Guilt.* If you don't, others will be hurt. You'll make other unhappy if you don't. Your parents will feel bad if you don't. Others (e.g., classmates, friends) will be punished if you don't.
10. *Teacher/Student Relationship: Positive.* I will like you better if you do. I will respect you. I will think more highly of you. I will appreciate you more if you do. I will be proud of you and supportive of you.
11. *Teacher/Student Relationship: Negative.* I will dislike you if you don't. I will lose respect for you if you don't. I will think less of you if you don't. I won't be proud of you. I'll be disappointed in you.
12. *Legitimate-Higher Authority.* Do it, I'm just telling you what I was told. It is a rule, I have to follow it and so do you. It's administrative/school policy.
13. *Legitimate-Teacher Authority.* Because I told you so. You don't have a choice. You're here to work. I'm the teacher, you're the student. I'm in charge/control, not you. Don't ask, just do it.
14. *Personal (Student) Responsibility.* It is your obligation. It is your turn. Everyone has to do his/her share. It's your job. Everyone has to pull his/her own weight.
15. *Responsibility to Class.* Your group needs it done. The class is depending on you. All your friends are counting on you. Don't let your group down. You'll ruin things for the rest of the class. It's your responsibility.
16. *Normative Rules.* The majority rules. All your friends are doing it. Everyone else has to do it. The rest of the class is doing it. It's part of growing up.
17. *Debt.* You owe me one. Pay you debt. You promised to do it. I did it the last time. You said you'd try to do it this time.
18. *Altruism.* If you do this it will help others. Others will benefit if you do. It will make others happy if you do. I'm not asking you to do it for yourself; do it for the good of your classmates and friends.
19. *Peer Modeling.* Your friends do it. Classmates you respect do it. The friends you admire are doing it. Other students you like do it. All your friends are doing it.
20. *Teacher Modeling.* This is the way I always do it. When I was your age, I did it. People who are like me do it. I had to do this when I was in school. Teachers you like and respect do it.
21. *Expert Teacher.* From my experience, it is a good idea. From what I have learned, it is what you should do. this has always worked for me. Trust me—I know what I'm doing. I had to do this before I became a teacher.
22. *Teacher Responsiveness.* (formerly named teacher feedback) Because I need to know how well you understand this. To see how well I've taught you. To see how well you can do it. It will help me know your problem areas.

BEST COPY AVAILABLE

Figure 2: Richmond's (1990) list of immediacy techniques.

*1.	Sits behind desk when teaching.
2.	Gestures when talking to class.
*3.	Uses monotone, dull voice when talking to the class.
4.	Looks at the class when talking.
5.	Smiles at the class as a whole, not just individual students.
*6.	Has a very tense body position when talking to the class.
7.	Touches students in the class.
8.	Moves around the classroom when teaching.
*9.	Sits on a desk or in a chair when teaching.
*10.	Looks at board or notes when talking to class.
*11.	Stands behind podium or desk when teaching.
12.	Has a very relaxed body position when talking to the class.
13.	Smiles at individual students in the class.
14.	Uses a variety of vocal expressions when talking to the class.

* Presumed to be nonimmediate.

Figure 3: Richmond's (1990) list of affinity-seeking techniques.

1 *Altruism*. The teacher attempting to get a student to like her/him tries to be of help and assistance to the student in whatever he/she is currently doing. For example, the teacher does things ranging from holding the door for the student, assisting him/her with studies, helping him/her get the needed materials for assignments to assisting student with other school related tasks. The teacher also gives advice when it is requested.

2 *Assume Control*. The teacher attempting to get a student to like her/him presents self as a leader; a person who has control over her/his classroom. For example, he/she directs the conversations held by students, takes charge of the classroom activities the two engage in, and mentions examples of where he/she has taken charge or served as a leader in the past.

3 *Assume Equality*. The teacher attempting to get a student to like her/him presents self as an equal of the other person. For example, he/she avoids appearing superior or snobbish, and does not play "one-upmanship" games.

4 *Comfortable Self*. The teacher attempting to get a student to like her/him acts comfortable in the setting the two find themselves, comfortable with her/himself, and comfortable with the student. He/she is relaxed, at ease, casual, and content. Distractions and disturbances in the environment are ignored. The teacher tries to look as if he/she is having a good time, even if he/she is not. The teacher gives the impression that "nothing bothers" her/him.

5 *Concede Control*. The teacher attempting to get a student to like her/him allows the student to control the relationship and situations surrounding the two. For example, he/she lets the student take charge of conversations and so on. The teacher attempting to be liked also lets the student influence her/his actions by not acting dominant.

6 *Conversational Rule-Keeping*. The teacher attempting to get a student to like her/him follows closely the culture's rules for how people socialize with others by demonstrating cooperation, friendliness, and politeness. The teacher works hard at giving relevant answers to questions, saying the right things, acting interested and involved in conversations, and adapting her/his messages to the particular student or situation. They avoid changing the topic too soon, interrupting the student, dominating class room discussions, and excessive self references. The teacher using this strategy tries to avoid topics that are not of common interest to her/him and students.

7 *Dynamism*. The teacher attempting to get a student to like her/him presents her/himself as a dynamic, active and enthusiastic person. For example, they act physically animated and very lively while talking with the student, vary intonation and other vocal characteristics, and is outgoing and extroverted with the students.

8 *Elicit Other's Disclosure*. The teacher attempting to get a student to like her/him encourages the student to talk by asking questions and reinforcing the student for responding. For example, they inquire about the student's interests, feelings, opinions, views, and so on. They respond as if these are important and interesting, and continues to ask more questions of the student.

9 *Facilitate Enjoyment*. The teacher attempting to get a student to like her/him seeks to make the situations in which the two are involved very enjoyable experiences. The teacher does things the students will enjoy, is entertaining, tells jokes and interesting stories, talks about interesting topics, says funny things, and tries to make the classroom conducive to enjoyment and learning.

10 *Inclusion of Others*. The teacher attempting to get a student to like her/him includes the student in her/his social activities and group of friends. They introduce the student to her/his friends, and make the student feel like "one of the group."

11 *Influence Perceptions of Closeness*. The teacher attempting to get a student to like her/him engages in behaviors that lead the student to perceive the relationship as being closer and more established than it has actually been. For example, he/she uses nicknames of the students, talks about "we", rather than "I" or "you". They also discuss any prior activities that included both of them.

12 *Listening*. The teacher attempting to get a student to like her/him pays close attention to what the student says, listening very actively. They focus attention solely on the student, paying strict attention to what is said. Moreover, the teacher attempting to be liked demonstrates that he/she listens by being responsive to the student's ideas, asking for clarification of ambiguities, being open-minded, and remembering things the student says.

13 *Nonverbal Immediacy*. The teacher attempting to get a student to like her/him signals interest and liking through various nonverbal cues. For example, the teacher frequently makes eye contact, stands or sits close to the student, smiles, leans toward the student, makes frequent head nods, and directs much gaze toward the student. All of the above indicate the teacher is very much interested in the student and what he/she has to say.

14 *Openness*. The teacher attempting to get a student to like her/him is open. They disclose information about her/his background, interests, and views. They may even disclose very personal information about her/his insecurities, weaknesses, and fears to make the student feel very special (e.g., just between you and me).

15 *Optimism*. The teacher attempting to get a student to like her/him presents self as a positive person—an optimist—so that he/she will appear to be a person who is pleasant to be around. They act in a "happy-go-lucky" manner, are cheerful, and look on the positive side of things. They avoid complaining about things, talking about depressing topics, and being critical of self and others.

16 *Personal Autonomy*. The teacher attempting to get a student to like her/him presents self as an independent, free-thinking person—the kind of person who stands on their own, speaks their mind regardless of the consequences, refuses to change their behavior to meet the expectation of others, and knows where he/she is going in life. For instance, if the teacher finds he/she disagrees with the student on some issue, the teacher states her/his opinion anyway, and is confident that her/his view is right, and may even try to change the mind of the student.

17 *Physical Attractiveness*. The teacher attempting to get a student to like her/him tries to look as attractive and professional as possible in appearance and attire. They wear nice clothes, practices good grooming, shows concern for proper hygiene, stands up straight, and monitors their appearance.

18 *Present Interesting Self*. The teacher attempting to get a student to like her/him presents self to be a person who would be interesting to know. For example, he/she highlights past accomplishments and positive qualities, emphasizes things that make her/him especially interesting, expresses unique ideas, and demonstrates intelligence and knowledge. The teacher may discreetly drop the names of impressive people he/she knows. They may even do outlandish things to appear unpredictable, wild, or crazy.

19 *Reward Association*. The teacher attempting to get a student to like her/him presents self as an important figure who can reward the student for associating with her or him. For instance, he/she offers to do favors for the other, and gives the students information that would be valuable. The teacher's basic message to the student is "if you like me, you will gain something."

20 *Self-Concept Confirmation*. The teacher attempting to get a student to like her/him demonstrates respect for the student, helps the student feel good about how they view themselves. For example, the teacher treats the student like a very important person, compliments the student, says only positive things about the student, and treats the things the student says as being very important information. They may also tell other teachers about what a great student the individual is, in hopes that the comment will get back to the student through third parties.

21 *Self-Inclusion*. The teacher attempting to get a student to like her/him sets up frequent encounters with the student. For example, the teacher will initiate casual encounters with the student, attempts to schedule future encounters, tries to be physically close to the student, and puts her/himself in a position to be invited to participate in some of the student's social activities, groups, clubs.

22 *Sensitivity*. The teacher attempting to get a student to like her/him acts in a warm, empathic manner toward the student to communicate caring and concern. They also show sympathy to the student's problems and anxieties, spend time working at understanding how the student sees their life, and accepts what the student says as an honest response. The message is "I care about you as a person."

23 *Similarity*. The teacher attempting to get a student to like her/him tries to make the student feel that the two of them are similar in attitudes, values, interests, preferences, personality, and so on. They express views that are similar to the views of the student, agrees with some things the student says, and points out the areas that the two have in common. Moreover, the teacher deliberately avoids engaging in behaviors that would suggest differences between the two.

24 *Supportiveness*. The teacher attempting to get a student to like her/him is supportive of the student and the student's positions by being encouraging, agreeable, and reinforcing to the student. The teacher also avoids criticizing the student or saying anything that might hurt the student's feelings, and sides with the student in disagreements they have with others.

25 *Trustworthiness*. The teacher attempting to get a student to like her/him presents self as trustworthy and reliable. For example, he/she emphasizes her/his responsibility, reliability, fairness, dedication, honesty, and sincerity. They also maintain consistency among their stated beliefs and behaviors, fulfill any commitments made to the student, and avoids "false fronts" by acting natural at all times.

BEST COPY AVAILABLE

Figure 4: Auditorium diagram and student seating plan.